DOCUMENT RESUME

ED 033 669 HE 001 194

AUTHOR	Kanun, Clara
TITLE	Enrollment Relationships: Summer Session and Academic Year, 1964 to 1968 -- 1963-64 to 1967-68, Part 1, Series 1.
INSTITUTION	Minnesota Univ., Minneapolis.
Pub Date	Jun 69
Note	19p.
EDRS Price	EDRS Price MF-$0.25 HC-$1.05
Descriptors	Comparative Analysis, *Enrollment Trends, *Extended School Year, *Higher Education, *Quarter System, School Schedules, *Summer Schools
Identifiers	Minneapolis, *University of Minnesota

Abstract

To determine whether there is a trend toward using the summer session as a fourth quarter, the enrollment patterns of 3 groups of students at the University of Minnesota were compared over a 5-year period covering the 1964 to 1968 summer sessions and the 1963-1964 to 1967-1968 academic years. The student groups comprised degree candidates who attended the university only during the academic years, others who studied only during the summers, and "summer session only" students who registered during 1 or several summers but were not degree candidates. No established year-to-year enrollment pattern was found over a 5-year span within summer sessions or academic years or between the 2 registration periods, but similar enrollment increases were revealed. The proportion of "summer session only" students decreased by more than 5% between 1964 and 1968, and the proportion of academic-year students who attended summer sessions increased by more than 5%. These proportions reflect that the number of academic-year students within the summer sessions has increased at a faster rate than the number of "summer session only" students, but do not indicate a changing trend toward a four-quarter system. The most significant finding of the study is the stability of relationships of enrollment patterns revealed by the comparison between the summer sessions and the academic years. (WM)

ED033669

University of Minnesota

ENROLLMENT RELATIONSHIPS SUMMER SESSION AND ACADEMIC YEAR

1964 to 1968 -- 1963-64 to 1967-68

Part One, Series I

Willard L. Thompson, Dean
General Extension Division and Summer Session

Harold A. Miller, Assistant Dean
Summer Session

By:
Clara Kanun,
Director of Research
General Extension Division
and Summer Session

June, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HE 001 194

ED033669

FOREWARD

In this first of a three-part Summer Session series of studies a comparison of enrollment patterns within the University for three groups of students is described. The three groups are the academic year students also in Summer Session, the academic year only students, and the "Summer Session Only" students. The period covered is five years: the academic years, 1963-64 to 1967-68, and the Summer Session, 1964 to 1968.

The question basic to this phase of the study was: To what extent does the Summer Session constitute a fourth quarter? The major generalization is that although Summer Session enrollments have increased, the proportion of University of Minnesota academic year students committed to a four-quarter pattern of attendance in Summer Session has remained relatively stable over a five-year period.

The data reported and described in these pages are an abstraction of the whole. It is possible to answer similar and other questions for each college and all units of the University, and these questions will be welcomed by the writer.

Acknowledgement is gratefully and respectfully given to the Directors and Technologists of the Data Processing Center who patiently listened to my questions and were able to help me know the wealth of information available in the routinely stored records of the University. Ralph J. Willard, Director of the Data Processing Center, and Harold A. Ludke, Data Processing Operations Supervisor, and their staff have unfailingly been helpful and graciously responded to many requests.

Acknowledgement and gratitude are also given the Summer Session Deans, past and present, for their concern in raising the key questions and for the support and counsel in authorizing these studies. The Deans are Willard L. Thompson, Dean of General Extension Division and Summer Session; Harold A. Miller, Assistant Dean of Summer Session; and E. W. Ziebarth, formerly Summer Session Dean and currently Dean of the College of Liberal Arts.

Finally, acknowledgement of the assistance of two colleagues and friends for their reading of the manuscripts: Virginia Kivits, Associate Professor, General College; and Harold A. Alford, Director of Independent Study, General Extension Division and Director Elect, Continuing Education and Summer Session, Kansas State University, Manhattan, Kansas.

Clara Kanun

Three classes of students are served by the Summer Session at the University of Minnesota--the duly admitted degree candidate who is also an academic year student; the degree candidate attending during the summer only; and the "Summer Session Only" student who may register in one or several Summer Sessions but is not a University of Minnesota degree candidate. Appreciation of the role which the Summer Session plays in the total University program depends upon a comparison between the academic year and the Summer Session and a description of the Summer Session over a period of time. The report in these pages is the first of a series to be issued of such a comparison and description for the five-year period 1964-1968.

The summer program has a dual function--the extension of the academic year curriculum to a fourth quarter and the offering of experimental and unique programs. For a very large and steadily increasing number of students these functions are fulfilled. A paradox, however, in the patterning of enrollment described in the following pages is that although Summer Session enrollments have increased during any recent time period selected, the proportions of University of Minnesota academic year students committed to a four-quarter attendance pattern have remained relatively stable.

The discussion in these pages and the enrollment details have been selected to give an introductory summary of enrollment relationships between the Summer Session and the academic year.*

---

* The sources used were the routine reports issued by the Office of Admissions and Records and special reports prepared by the Data Processing Staff for the Summer Session.

SUMMARY OF THE STUDY

Comparison of the Summer Session and the academic year over a five-year period, 1964-1968, reveals substantial and parallel enrollment increases in the Summer Session and in the academic year. The proportionate increase in the Summer Session enrollment was 29.65%, from 15,581 in 1964 to 20,201 in 1968; the comparable academic proportionate increase was 30.59%, from 40,006 in 1963-64 to 51,928 in 1967-68. There is no established pattern of enrollment changes from year-to-year either within the Summer Session or the academic year or between the two registration periods over a five-year span.

The proportion of academic year students attending Summer Session has remained relatively stable within the five-year period: from 21.71% of the total in 1963-64 to 21.15% in 1967-68. There was a break in the pattern of stability in the 1968 Summer Session with an increase of proportion of academic year students attending Summer Session to 23.68%. If the historical record of enrollment relationships remains unchanged, the 2% shift from 1967 to 1968 in proportion of academic year students in Summer Session does not indicate a changing pattern. Similar variations have occurred within earlier five-year periods.

Less than half of the Summer Session students attend both terms in the Summer Session. The proportion attending both terms in 1964 was 44.86%; in 1968 this proportion was 44.26%.

When Summer Session is compared with the academic year over a period of five years, enrollment distribution among colleges shows a greater similarity. The College of Liberal Arts has emerged as the college with the largest share of enrollment in the Summer Session, displacing the Graduate School as the unit with highest enrollment. In the 1968 Summer Session the College of Liberal Arts carried 34.94% of the enrollment, similar to its 34.24% in the 1967-68 academic year. In general,

the substantial increase in the proportionate role of the College of Liberal Arts in the 1968 Summer Session has coincided with the lower proportionate enrollments in the professional schools and the Graduate School over the period of time shown for a considerable time period before 1964.

Although the relative positions are similar in each registration period when the colleges are ranked in order of size of enrollment, the proportion of the total enrollment in each college varies when the two periods are compared. Proportionately, the Graduate School enrollment is greater in the Summer Session: 19.44% in the 1968 Summer Session, compared with 16.61% in the 1967-68 academic year.

With greater disparity, the enrollment in the College of Education is more than twice as high proportionately in the Summer Session as in the academic year. The comparative proportions are 14.10% in 1968 and 6.88% in the 1967-68 academic year. The trend of enrollments in this college is a lower proportion of the total in both registration periods.

Over a five year period there has been an increase in the proportion of academic year students in the total enrollment. In 1964, this proportion was 55.76%; in 1968 it was 60.88%. This reflects a higher rate of enrollment increase among academic year students compared with "Summer Session Only" students within the Summer Session enrollment. The patterns among the colleges are more varied. Among the three colleges carrying the major enrollment, the College of Education has the lowest proportion of academic year students registered in the 1968 Summer Session: 47.60%. The proportion in the College of Liberal Arts was 58.30% and in the Graduate School, 61.21%.

The stability of the relationships of enrollment patterns revealed by the comparison between the Summer Session and the academic year and by the description of the Summer Session for a five-year period is the most significant finding of this

study. The changes in distribution of enrollment among the colleges have followed the same or similar trends in each registration period.

THE SUMMER SESSION ENROLLMENT: Enrollment for the Summer Session is routinely reported in the number of registrations per term by college and by total. Patterns of change from year-to-year and relationships between terms can therefore be recorded as shown in Table I for the 1964 to 1968 Summer Session.

Inspection of Table I reveals a total increase trend in enrollment within the five-year period; the term enrollment for each Summer Session and the percent change from the preceding year; and the total number of registrations in the two terms, with percent change from preceding year. There has been a pattern of increase for three years, 1964, 1965, 1966; a decrease in 1967; and a relatively large increase in 1968. Although it is possible to describe the patterns of increases and decreases in the respective colleges, no specific explanation or identification of the causes of fluctuation in enrollment from summer to summer is evident. (Similar patterns of enrollment fluctuation have occurred among the Summer Sessions and also among the academic years in earlier time periods).

(SEE TABLE I)

TABLE I: TWO-TERM SUMMER SESSION REGISTRATION WITH PERCENT CHANGE FROM PRECEDING YEAR--[1]

	1964	% Change over 1963	1965	% Change over 1964	1966	% Change over 1965	1967	% Change over 1966	1968	% Change over 1967
1st Term	13,295	+10.2%	14,159	+ 6.5%	15,465	+9.2%	14,917	-3.5%	17,483	+17.2%
2nd Term	9,179	+ 9.0%	10,164	+10.7%	11,140	+9.6%	11,115	-0.2%	12,552	+12.9%
Total	22,474	+ 9.7%	24,323	+ 8.2%	26,605	+9.3%	26,032	-2.1%	30,035	+15.3%

NOTE 1: The registrations in Table I are shown as duplicated; that is, some students registering during first term also registered in second term, and each registration is counted for the total.

Historically, the second term enrollment has been lower than first term, but approximately the same proportionate relationship has occurred from year to year. Within the five-year period covered by this report, the range of proportions of second term enrollment to first term has been from 69.0% in 1964 to 71.7% in 1968 as shown in Table II. The variation in term relationships within the period, particularly in the 1967 Summer Session, is related to the pattern of decrease during that summer rather than any program or population change.

Program characteristics reflect the lower second term enrollment, particularly in the fewer courses offered, although in recent years concentrated effort has resulted in expanded programs in some areas during the second term.

TABLE II: SUMMER SESSION
Second Term--First Term Relationship 1964-1968--[2]

Year	First Term	Second Term	Proportion--Second Term of First Term
1964	13,295	9,179	69.0%
1965	14,159	10,164	71.8%
1966	15,465	11,140	72.0%
1967	14,917	11,115	74.5%
1968	17,483	12,552	71.8%

NOTE 2: Unduplicated registration: each individual registrant is counted once whether he registered in one or both terms during a Summer Session or in one, two or three academic quarters during the academic year. This will be the basis for registration count in all remaining tables.

COMPARATIVE ENROLLMENT TRENDS: The 1968 Summer Session enrollment was not only the largest on record at the University but also the largest in the country. Details of annual enrollments and percent change from the preceding year are shown in Table III. Although the year to year change in enrollment patterns has been less stable in the Summer Session than in the academic year, the total increase from the first year to the fifth year has been very similar: 29.65% for the Summer Session and 30.59% for the academic year.

There is no established pattern of enrollment change from year to year, either within the Summer Session or the academic year or between the two registration periods during the five-year period covered in Table III. (Neither do longer time periods show consistent or patterned enrollment changes).

TABLE III: COMPARATIVE ENROLLMENT TRENDS SUMMER SESSION AND PRECEDING ACADEMIC YEAR 1964-1968*
(Unduplicated Enrollment)--2

Academic Year	Academic Year Enrollment	% Change from Preceding Year	Summer Session	Summer Session Enrollment	% Change from Preceding Year
1963-64	40,006	--	1964	15,581	--
1964-65	43,963	+9.89%	1965	16,610	+6.60%
1965-66	47,704	+8.51%	1966	17,803	+7.18%
1966-67	49,839	+4.48%	1967	17,523	-1.57%
1967-68	51,928	+4.19%	1968	20,201	+15.28%
Five Year proportionate increase	30.59%			29.65%	

* Excluding Mayo Fellows

NOTE 2: Unduplicated registration: each individual registrant is counted once whether he registered in one or both terms during a Summer Session or in one, two or three academic quarters during the academic year. This will be the basis for registration count in all remaining tables.

PROPORTION OF ACADEMIC YEAR STUDENTS IN SUMMER SESSION: The extent to which academic year students continue registration around the calendar determines the status of the Summer Session as a fourth quarter for University of Minnesota students. Although enrollments over the five-year period have increased and the "social" pressures for 12-month calendars for education have been constant, particularly from legislative bodies, the stability of the proportion of academic year students in the Summer Session is a notable characteristic and does not indicate a changing trend toward an effective fourth quarter. For the "Summer Session Only" student who is a degree candidate at another institution, the Minnesota Summer Session is a fourth quarter, but the increased attendance of the student in residence is generally considered the effective measure of the fourth quarter.

The details in Table IV include the number of academic year students registered in the 1964 to 1968 Summer Session, the total academic year enrollment in the respective years, and the percent of this total which constitutes the proportion of academic year students in Summer Session.

TABLE IV: PROPORTION OF ACADEMIC YEAR STUDENTS ATTENDING SUMMER SESSION

Academic Year	Net Academic Year Enrollment	Summer Session	Academic Year Students in Summer Session	% of Academic Year Students Enrolled in Summer Session
1963-64	40,006	1964	8,687	21.71%
1964-65	43,963	1965	9,294	21.14%
1965-66	47,704	1966	10,213	21.41%
1966-67	49,839	1967	10,540	21.15%
1967-68	51,928	1968	12,298	23.68%

The percent of academic year students attending Summer Session is practically the same in each of the summers: 21.71% in 1964; 21.15% in 1967. The shift of approximately two percent in the fifth year of the period to 23.68% in 1968 cannot be interpreted as a trend of increase, since it is consistent with similar and periodic variations which have occurred when a longer time span than that shown in Table IV is observed.

TWO GROUPS WITHIN THE SUMMER SESSION: The Summer Session enrollment includes academic year students and "Summer Session Only" students, the latter classified in this study on the basis of their not having registered as University of Minnesota students within the preceding academic year. By academic practice, all registrants counted in the Graduate School, including students completing degree work by attendance during Summer Session only, are duly admitted degree candidates. (Although some students counted as "Summer Session Only" in any particular summer may actually be duly admitted degree candidates with academic year attendance in an earlier year, this error remains approximately constant in any number of years).

The relationship of academic year and "Summer Session Only" students within the summer enrollment for the 1964 to 1968 period is shown in Table V. Inspection of this table reveals that within the summer enrollment, the proportion of academic year students has increased more than 5% for the five-year period: from 55.76% in 1964 to 60.88% in 1968. Correlatively, the proportion of "Summer Session Only" students has decreased by more than 5% from 44.24% in 1964 to 39.12% in 1968.

TABLE V: RELATIONSHIP OF SUMMER SESSION STUDENTS ALSO ENROLLED IN ACADEMIC YEAR AND "SUMMER SESSION ONLY" STUDENTS 1964-1968

Year	Summer Session Enrollment	Summer Session Students also Academic year	Academic Year Students in SS--% of Total	Summer Session Only Students	Summer Session Only Students % of SS Total
1964	15,581	8,687	55.76%	6,894	44.24%
1965	16,610	9,294	55.95%	7,316	44.05%
1966	17,803	10,213	57.37%	7,590	42.63%
1967	17,523	10,540	60.15%	6,983	39.85%
1968	20,201	12,298	60.88%	7,903	39.12%
Five year proportionate increase:		29.4%		12.2%	

Within the five-year period shown in Table V, the proportionate increase of enrollment in each of these groups has been higher for academic year students attending Summer Session: a 29.4% increase of academic year students from 1964 to 1968 compared with 12.2% increase in "Summer Session Only" students for the same period. This supports the generalization that within the Summer Session, the proportion of the regularly enrolled academic year students has increasingly become larger because the number of academic year students in the Summer Session has increased at a faster rate than the "Summer Session Only."

TERM DUPLICATE PATTERNS: Although the "ideal" pattern of attendance is the attendance in Fall, Winter and Spring quarters, and concommitantly in the first and second terms in the Summer Session, the actual patterns of attendance fall short of this ideal in each registration period.

Less than half of the students have attended both terms of the Summer Session in any one Summer Session during the five-year period, 1964 to 1968. The variation within this period has been as high as 3% from 1964 to 1965, but in the first year and in the last year of this period, approximately the same proportion of students has registered for first and second term. These proportions can be read from Table VII: 44.86% in 1964 and 44.26% in 1968 attended both terms of these respective Summer Sessions.

TABLE VII: TERM DUPLICATES FOR FIVE YEARS*

Year	Total Unduplicated Registrations	Number Attending Both Terms	Proportion Term Duplicates of Total
1964	15,514	6,960	44.86%
1965	17,179	7,144	41.59%
1966	18,453	8,152	44.17%
1967	18,233	7,799	42.77%
1968	20,766	9,191	44.26%

*Including Mayo Fellows

Although not shown in this table, this pattern of two-term registration has been relatively stable for many years. For example, the proportion registering both terms in 1956 was 44.21% (detail not shown).

ENROLLMENT PATTERNS BY COLLEGE OF REGISTRATION: Although there is some registration in almost all the colleges during the Summer Session, there are differences in distribution of total enrollment when Summer Session is compared with the academic year. Three colleges carry the major enrollment during the Summer Session--66.48% in 1964, and 68.48% in 1968: the College of Liberal Arts, the College of Education and the Graduate School. The details of enrollment distribution among the colleges are relevant to program planning and to a full appreciation of the role of the Summer Session within the University. A four-way comparison of enrollment distribution is shown in Table VIII for the colleges of major enrollment. Comparisons can be made between the Summer Session, between the academic years, and between each of the Summer Sessions and the corresponding academic year. For clarity, only the colleges of major enrollment are shown in Table VIII, although proportions are based on total enrollment in the respective periods.

(SEE TABLE VIII)

The major shift of enrollment in each of the registration periods is reflected in the increased portion of the total in the College of Liberal Arts. In the relatively short period of five years covered by the data in Table VIII, the share of Summer Session enrollment has increased by more than 7%: from 27.85% in 1964 to 34.94% in 1968. The enrollment in this college for the academic year also shows an increase from 30.23% in 1963-64 to 34.24% in 1967-68. (The increase and historical change in the proportion of enrollment in this college in the Summer Session is more dramatic when a longer time span is considered; for example, the proportion in the College of Liberal Arts in the 1956 Summer Session was 19.97%; in the 1956-57 academic year it was 27.90%). By contrast, in the 1967-68 academic year and in the 1968 Summer Session, the proportion of total enrollment is approximately the same in each period--34.24% in the academic year and 34.94% in the Summer Session.

TABLE VIII: COLLEGE SHARES OF UNIVERSITY ENROLLMENT: ACADEMIC YEARS 1965-66 AND 1967-68 AND SUMMER SESSIONS 1966 AND 1968 (From Special Program)--3

College	Academic Year 1963-64		Summer Session 1964		Academic Year 1967-68		Summer Session 1968	
	Number	%	Number	%	Number	%	Number	%
Agriculture	2,162	5.40%	619	3.97%	2,777	5.35%	790	3.91%
Business	845	1.74%	331	2.12%	1,047	2.03%	449	2.22%
Education	3,282	9.02%	2,463	15.81%	3,573	6.88%	2,849	14.10%
Institute of Technology	3,284	8.20%	823	5.28%	3,508	6.76%	1,057	5.23%
College of Liberal Arts	12,372	34.92%	4,339	27.85%	17,781	34.24%	7,058	34.94%
General College	4,006	10.01%	544	3.49%	4,459	8.59%	787	3.90%
Graduate School	6,746	16.86%	3,556	22.82%	8,627	16.61%	3,927	19.44%
Duluth	3,646	9.11%	1,535	9.85%	5,295	10.20%	1,938	9.59%
TOTAL*	40,006		15,581		51,928		20,201	

NOTE 3: For clarity of reading, only colleges of major enrollment are shown in Table VIII. Totals, however, are based on total enrollment in all colleges.

Another changing trend in distribution of total enrollment is reflected in the shift in respective positions of the Graduate School and the College of Liberal Arts. The decrease in proportion in the Graduate School has been more than 3%: from 22.82% in the 1964 Summer Session to 19.44% in the 1968 Summer Session. Although the difference is relatively small, the decreased proportion trend has also occurred during the academic year in the Graduate School: from 17.65% in 1963-64 to 16.61% in 1967-68. It should be noted that in 1956 the proportion of total Summer Session enrollment in the Graduate School, 23.03%, was higher than that in the College of Liberal Arts, 19.97%. (Detail not shown).

By contrast, several of the colleges maintain a similar position in the ranking of the proportion of total enrollment in both registration periods. These colleges are the College of Agriculture Forestry and Home Economics, the School of Business and the General College. Although the proportion of total enrollment has remained relatively stable in the Institute of Technology during the Summer Session, the academic year enrollment in 1967-68 is lower than that in 1963-64.

The proportion of the total enrollment on the Duluth Campus is approximately 10% in each registration period and in each year covered by this study.

Originally, the Summer Session classes were first offered to serve school teachers, and thus the College of Education program for both undergraduates and Education graduate students was and is a major element in the summer program. From the respective proportions of enrollment shown in Table VIII, it is clear that the Summer Session enrollment in this college is relatively greater than that during the academic year. Nevertheless, these proportions have decreased in each of the registration periods: from 15.81% in the 1964 Summer Session to 14.10% in the 1968 Summer Session. Similarly, the undergraduate enrollment trend during the academic year in this college is a decreasing one: from 9.02% in 1963-64 to 6.88% in 1967-68.

Full appreciation of the importance of the Summer Session to majors in Education includes a consideration of the Graduate School registrations in Education. Since Graduate School enrollment is classified by major fields, enrollment trends are reflected in the proportions of graduate students in each major field over a period of time. In each of the Summer Sessions covered by this report, more than one-third of the Graduate School registrants were majors in Education fields. (Detail not shown).

COLLEGE CHARACTERISTICS OF ACADEMIC YEAR AND "SUMMER SESSION ONLY" STUDENTS: In spite of the larger scope of the study, it is evident that more than two-thirds of the Summer Session enrollment was carried by three registration units in each of the years covered by this report: the College of Liberal Arts, the Graduate School and the College of Education. The enrollment relationships within these units are most significant in reflecting the patterns of the total Summer Session enrollment, although the variation among the colleges observed in detail reflect the unique functions of each University unit and program.

The trend picture of academic year-"Summer Session Only" relationships in the Summer Session and within the units of major enrollment is shown in Table IX. (The academic year student in any one Summer Session is identified as a registrant in the preceding academic year, for example, the academic year student in the 1964 Summer Session was a registrant during the 1963-64 academic year). Comparisons of the proportions of academic year students of the Summer Session enrollment in 1964 and 1968 for the colleges of major enrollment are shown in Table IX.

(SEE TABLE IX)

TABLE IX: ACADEMIC YEAR--"SUMMER SESSION ONLY" RELATIONSHIPS 1964 AND 1968 SUMMER SESSION

	SS Enrollment 1964	Proportion Academic Year Students of SS	SS Enrollment 1968	Proportion Academic Year Students of SS
General College	544	71.51%	787	69.12%
College of Liberal Arts	4,339	52.41%	7,058	58.30%
Institute of Technology	823	77.52%	1,057	79.94%
Agriculture	619	62.04%	790	73.29%
College of Education	2,463	44.25%	2,849	47.60%
Business Administration	331	73.41%	449	74.16%
Graduate School	3,556	50.79%	3,927	61.12%
Duluth	1,535	52.90%	1,938	61.71%
TOTAL*	15,581	55.76%	20,201	60.88%

*Totals include enrollment in all colleges.

As described in the preceding pages, the trend of relationships within the five-year period has been an increase of 5% of academic year students within the total Summer Session enrollment from 1964 to 1968. There are significant variations within the colleges in this period.

The largest increase in proportion of Summer Session enrollment consisting of academic year students registering in Summer Session is reflected in the change from 50.79% in 1964 to 61.12% in 1968 in the Graduate School and from 62.04% in 1964 to 73.29% in 1968 in the College of Agriculture.

The increase in the College of Liberal Arts for the same period is from 52.41% in 1964 to 58.30% in 1968.

By contrast, the proportions of 44.25% in 1964 and 47.60% in 1968 reflect the long term role of the Summer Session in the College of Education in serving the needs of the "Summer Session Only" student. Among the colleges of major enrollment this is the only unit in which the "Summer Session Only" proportion of the enrollment is greater than fifty percent.

Only one college, the General College, has a lower proportion of academic year students in the Summer Session enrollment: in 1968, 69.12%, in 1964 71.51%.

Although the trend within the Summer Session enrollment toward a greater proportion of academic year students is clearly established as shown in Table IX, this trend cannot be interpreted as an increasing use of the four-quarter system by the University of Minnesota academic year student. Rather, this reflects that the number of academic year students within the Summer Session has increased at a faster rate than the number of "Summer Session Only" students.

The more significant characteristic of Summer Session enrollment regarding an effective fourth quarter for the academic year student is the stability of the proportion of academic year students attending Summer Session during the five-year period as described in preceding pages.